

Evaluation Tool for Basal Instructional Materials  
Practical Living, Career Studies and Career & Technical Education  
(Pending approval by the State Textbook Commission)

Provided by the Publisher	Basal ISBN		Publisher		Provided by the Publisher	
	Title					
	Type	Electronic or Print	Author			
	Copyright		Edition			Readability
	Course			Grade(s) -		
	Teacher Edition ISBN if applicable					

<b>Overall Recommendation</b> (based on specifics from pages 2 and following)	<b>Recommended?</b>  Yes _____  No _____
<b>Overall Strengths, Weaknesses, Comments:</b>	

District	
School	
Principal (or other Chair of SBDM)	
Evaluating SBDM Members/Committee Members	

SBDM Principal/Chair Signature

Date

**CRITERIA** This basal\* resource encompasses . . .

<b>A. Kentucky Academic Standards &amp; Grade Level Expectations</b>	<b>Strong Evidence</b>
	<b>Moderate Evidence</b>
	<b>Little or No Evidence</b>
	<b>NA</b>

☐ Text is designed to be used in an elective course outside the Program of Studies

**I. Includes one or more of the following Practical Living/Vocational/Career Studies and/or Career & Technical Education Programs:** (Circle all that apply)

PLCS:

Health Education

Physical Education

Consumerism Education

Career Studies

Career & Technical Education Programs:

Agricultural Education

Business & Marketing Education

Manufacturing Technology Education

Engineering & Technology Education

Information Technology Education

Family & Consumer Sciences Education

Other: \_\_\_\_\_

Health Science Education

Media Arts

Law & Public Safety

Construction Technology

Transportation Education

**II. Addresses content-specific enduring understandings from the related KY Academic Standards:**

☐ Strong Evidence    ☐ Moderate Evidence    ☐ Little Evidence    ☐ No evidence    ☐ N/A

**III. Addresses content-specific skills and concepts from the KY Academic Standards:**

☐ Strong Evidence    ☐ Moderate Evidence    ☐ Little Evidence    ☐ No evidence    ☐ N/A

**IV. Address content from the Career & Technical Academic Standards:**

☐ Strong Evidence    ☐ Moderate Evidence    ☐ Little Evidence    ☐ No evidence    ☐ N/A

**V. Content addressed is current, relevant and non-trivial:**

☐ Strong Evidence    ☐ Moderate Evidence    ☐ Little Evidence    ☐ No evidence    ☐ N/A

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**VI. Provides opportunities for critical thinking/reasoning:**

☐ Strong Evidence    ☐ Moderate Evidence    ☐ Little Evidence    ☐ No evidence    ☐ N/A

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**VII. Strengths, Weaknesses, Comments:**

- Specific strengths – Which areas/concepts are covered exceptionally well?
- Specific weaknesses – Which areas/concepts would likely require supplementing?

DRAFT

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\*Basal: one that serves as the primary means of instruction in a content area for a grade level or course

**B. Equity and Accessibility**

Materials are free from bias in their portrayal of ethnic groups, gender, age, disabilities, cultures, religion, etc. and contain accommodations for multiple learning styles, students with exceptionalities, English Language Learners and cultural differences.

**Strong Evidence**

**Moderate Evidence**

**Little or No Evidence**

**NA**

**I. Key Criteria for Suitability**

Strong Evidence

Moderate Evidence

Little or No Evidence

NA

- A. Should be suitable for use with a diverse population and is free of bias regarding race, age, ethnicity, gender, religion, social and/or geographic environment; is free of stereotyping or bias of any kind.
- B. Multicultural representation.

**II. Key Criteria for Content quality**

Strong Evidence

Moderate Evidence

Little or No Evidence

NA

- A. Free from factual errors.
- B. Content is presented conceptually when possible—more than a mere collection of facts.
- C. Content included accurately represents the knowledge base of the discipline.
- D. Content includes integration of academics.

**III. Key Criteria for Connections to Technology**

Strong Evidence

Moderate Evidence

Little or No Evidence

NA

- A. Integrates technology and reflects the impact of technological advances.
- B. Uses technology in the collection and/or manipulation of authentic data.
- C. Embeds web links as a resource.

**IV. Key Criteria for Support for Diverse Learners**

Strong Evidence

Moderate Evidence

Little or No Evidence

NA

- A. Provides support for English Language Learners (ELLs).
- B. Provides support for differentiation of instruction for diverse learners.
- C. Challenge for gifted and talented students.
- D. Support for students with learning difficulties.

*Note: may apply to either student or teacher editions*

**V. Strengths, Weaknesses, Comments:**

<b>C. Organization and Presentation</b> Information is organized logically and presented clearly using multiple methods and mode for delivering instruction that motivate and increase literacy as students engage in high interest, authentic activities.	<b>Strong Evidence</b>
	<b>Moderate Evidence</b>
	<b>Little or No Evidence</b>
	<b>NA</b>

<b>I. Key Criteria for Inquiry, Research and Application of Learning</b>	Strong Evidence		Moderate Evidence	
	Little or No Evidence		NA	
<b>A.</b> Provides opportunities for inquiry and research that includes activities such as gathering information, researching resources, observing, interviewing, evaluating information, analyzing and synthesizing data, communicating findings and conclusions and formulating authentic questions to deepen and extend reasoning. <b>B.</b> Requires students to use higher-level cognitive skills (analysis, synthesis, evaluation, generalizing, justifying, etc.). <b>C.</b> Provides activities and projects for students to deepen their knowledge and cultivate and strengthen problem-solving and decision-making skills. <b>D.</b> Provides opportunities for application of learned concepts. <b>E.</b> Uses a variety of relevant charts, graphs, diagrams, number lines, and other illustrations to invite and motivate students to engage in discussion, problem solving, and other high-order thinking skills. <b>F.</b> Emphasizes conceptual understandings that invite students to predict, conclude, evaluate, develop and extend ideas to support reasoning. <i>Note: may apply to either teacher or student edition</i>				
<b>II. Key Criteria for Technical Skill Development</b>	Strong Evidence		Moderate Evidence	
	Little or No Evidence		NA	

- A.** Provides opportunities for real world application of program specific content.  
**B.** Provides opportunities for project based learning.  
**C.** Provides opportunities for performance based activities.  
**D.** Provides opportunities for critical thinking and reasoning.  
**E.** Provides opportunities to justify/prove responses.  
**F.** Provides opportunities for in-depth questioning.  
**G.** Contains embedded activities (or extensions) that emphasize use of technology for problem solving.  
*Note: may apply to either teacher or student edition*



<b>D. Instructional Design and Support</b> Instructional design utilizes research-based instructional strategies, offers suggestions for appropriate scaffolding, emphasizes the importance of vocabulary acquisition, provides opportunities to engage in high interest, age-appropriate activities that mirror real-life situations, and make cross-curricular, global connections.	<b>Strong Evidence</b>
	<b>Moderate Evidence</b>
	<b>Little or No Evidence</b>
	<b>NA</b>

<b>I. Key Criteria for Student Engagement</b>	Strong Evidence	Moderate Evidence
	Little or No Evidence	NA

- A. Includes content geared to the needs, interests, and abilities of all students.
- B. Engages and motivates students using components such as real-life situations, simulations, experiments, and data gathering.
- C. Includes information and activities that assist students in recognizing relevance of concepts (where appropriate) to their own lives and experiences.
- D. Provides a variety of strategies, activities and materials to enhance student learning at the appropriate learning levels.

<b>II. Essential Components (beyond student and teacher text)</b>	Strong Evidence	Moderate Evidence
	Little or No Evidence	NA

- Items identified as essential components support the learning goals and concept coverage of the basal.

<b>III. Strengths, Weaknesses, Comments:</b>
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**E. Assessment**

Materials provide tools for a balanced approach to assessment including both formative and summative assessments in multiple formats not only to guide instruction but also to identify student mastery of content.

**Strong Evidence**

**Moderate Evidence**

**Little or No Evidence**

**NA**

**I. Key Criteria for Assessment to Inform Instruction**

Strong Evidence

Moderate Evidence

Little or No Evidence

NA

**A.** Includes multiple means of assessment as an integral part of instruction.

**B.** Provides evaluation measures in the teacher edition that supports differentiated learning activities.

**C.** Embedded assessments reflect a variety of knowledge levels.

*Note: may apply to either teacher or student edition*

**II. Strengths, Weaknesses, Comments:**

**F. Available Ancillary/Gratis Materials**

*Note: The decision whether to recommend or not recommend this resource as a basal should not be influenced by Section F*

**Strong Evidence**

**Moderate Evidence**

**Little or No Evidence**

**NA**

**I. Ancillary/Gratis Materials**

**A.** Coordinate teacher resources easily with student material (e.g., accompaniments included, student pages shown, instructional technology indicated).

**B.** Are well organized and easy to use.

**C.** Provide substantive learning opportunities and are congruent with student learning goals.

**D.** Provide opportunities for high-level thinking, assessment, and/or problem solving.

**E.** Provide opportunities for intervention.

**II. Strengths, Weaknesses, Comments:**